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E. Deutsch-Kulturelles.

Das Seminar lässt es sich besonders angelegen sein, den jungen Lehrern **Verständnis und Begeisterung für deutsche Kultur** als Rüstzeug in ihren Beruf mitzugeben. Seine Zöglinge werden mit der Geschichte Deutschlands und seiner Geographie bekannt und ehren deutsche Sitten und Gebräuche.

Keine andere Stadt des Landes dürfte der Erreichung dieser Ziele förderlicher sein als **Milwaukee**, das mit seinem ausgezeichneten deutschen Theater, den blühenden Gesang- und Turnvereinen, sowie seinem deutschen Unterricht im öffentlichen Schulwesen als ein Hort deutscher Kultur bezeichnet zu werden verdient.

Aufnahmebedingungen.

Aufnahme in den zweijährigen Normalkursus der Anstalt finden solche, die einen vierjährigen High School-Kursus oder dessen Äquivalent nachweisen können, vorausgesetzt, dass ihre Vorbildung im Deutschen genügend ist, damit sie auch dem Unterricht, der in deutscher Sprache erteilt wird, folgen können.

Bewerber, deren Vorbildung Lücken aufweist, werden nach Massgabe ihrer Kenntnisse einer der drei Klassen der Vorbereitungsabteilung eingereiht.

Kosten.**Der Unterricht ist kostenfrei.**

Die Seminarschüler haben neben ihrem Lebensunterhalt nur die Kosten für Bücher und Schreibmaterialien zu tragen.

Gesuche um Aufnahme sind mit einem kurzen Lebenslauf und den Schulzeugnissen an den Unterzeichneten (Adresse: National German-American Teachers' Seminary, 558—568 Broadway, Milwaukee, Wis.) zu richten.

Max Griebisch, Direktor.

The Teaching of Grammar by the Direct Method.*

Carl A. Krause, Ph. D., Jamaica High School, New York City.

When your Chairman invited me to address you here to-day, he did not assign me any topic. I wrote him about it, and Mr. Hartwell replied that he left the selection of the subject to me, but that it might bear upon the Direct Method which my colleague and friend, Dr. Max Walter, had advocated to enthusiastically last year both here and in other sections of the country. I decided at once upon my subject. I feel that for our

* Paper read before the Western Massachusetts Group of the New England Modern Language Association at Mt. Holyoke College, April 13, 1912.

pupils two points above all others are of paramount importance in our modern language instruction, i. e. the acquisition of a working vocabulary, and of a working grammar. Indeed, the latter is one of the features wherein the Reformers differ essentially from the Conservatives.

You will pardon me if I cite you once more the five cardinal points in the reform of modern language teaching: Insistence upon good pronunciation, oral work, inductive teaching of grammar, genuine reading, and—what I may call for lack of a better term—*realia*. All of these important phases are not only recognized at present in the United States, but practiced by efficient modern language teachers everywhere. Can you, indeed, conceive of effective modern language teaching if the teachers were not to lay great stress upon accuracy of pronunciation, if they should not vitalize and vivify their instruction by work in speaking, if they were not to bring their pupils into possession of usable grammatical facts, if their pupils could not read without translating, and if the foreign nation through a study of its literature, its people and its customs, were not brought into sympathetic view and appreciation?

The very choice of my topic implies that the direct method does not neglect grammar, but teaches it. Yet, no doubt, you have heard that the reformer throws grammar overboard. “Down with grammar, away with grammar!” are quoted as slogans of the reformers by the conservatives in order to bring the direct method into ridicule and disrepute. But the reformers are far from ousting grammar, on the contrary they insist upon lively grammatical teaching, only it is different from the usual type and does lead to grammatical accuracy.

One of the first educators to advocate the inductive method for the elementary study of grammar in this country was Professor Starr Willard Cutting of the University of Chicago. Almost twenty years ago, on December 27, 1893, he addressed the Modern Language Association of America at Washington, D. C., upon that subject. Since then the ideas championed by Professor Cutting have taken root more strongly in the United States so that to-day scarcely any one conversant with modern language methodology will combat this point.

Has the old-fashioned traditional mode of grammar instruction resulted in proficiency in the language? If so, I have nothing more to say. But I remind you of what Dr. A. Hoefer, now of Wiesbaden, said in 1904 in speaking on poor results in language teaching in America: “The curious result of this antiquated grammatical method, however, is an absolutely unexampled lack of grammatical definiteness.”

“The defectiveness of method appears particularly in modern language instruction. There, with a few praiseworthy exceptions, still the most antiquated method prevails, dissecting the dead body of language and sticking its fragments upon a grammatical lancet. The curious result of

this method, however, is an absolutely unexampled lack of grammatical definiteness. This is further increased by the fundamental mistake of all linguistic instruction in the United States: the fact that the elements are passed over too rapidly and that connected reading, which is generally much too hard, is begun far too early. The painful and pitiful translating makes an understanding of the work, even in the very simplest forms, impossible. In short, reading is usually nothing but the thread-bare cloak which is hung around the lifeless skeleton of grammatical exercises. Attempts to use German and French as spoken languages, I have observed but rarely." If not, what may have been the defects and the mistakes of such elementary, deductive grammar teaching? Is it not true that the bug-bear of the so-called formal or disciplinary value of modern languages has been at work? This evasive formal discipline can, as we know, no longer be monopolized by any subject. So mental gymnastics, niceties of classification, memorizing of rules, splitting of hairs, and gerund-grinding will not suffice any more. We must develop a system of grammar study which will be rational, useful and usable with little theory and much application. Forms like *werde geboren* und *ich starb* should not be heard in the classroom; the former seems somewhat late, and the latter will be so useful in the next world, as Widgery puts it.

Why do we study grammar anyway? Presumably to learn to use the language correctly and intelligently. In other words, grammar should illuminate the language, but language should not illustrate grammar as, unfortunately, still a few practice, perhaps preach. Therefore any training in grammar that does not beneficially react upon the learning of the language is practically useless.

Can we really teach grammar without the language? Of course not, you will say. Nevertheless there are still some super-annuated people who are trying to teach the grammar of a language without initial instruction in the language. John Locke maintains that grammar can be taught only to those who speak the language, since otherwise the teaching of the grammar of a language would be impossible. One of the pioneers of the German reform in language teaching, Karl Kühn, asserted that grammar should never be taught before the language or apart from it. Comenius, anticipating the whole idea of the reform method, said: "*Omnis lingua usu potius discitur quam praeceptis, id est, audiendo, legendo, relegendo, imitationem manu et lingua temptando quam celerrime.*" In other words, no dead rules but actual use will insure the acquisition of any language. All the reformers from Ratke down to Viëtor are unanimous in the opinion that grammar alone cannot teach a language. The function of grammar is merely a subsidiary one, it must classify known facts by elucidating explicitly what was implicit language—experience.

We reformers maintain then that grammar should not be taught for its own sake, but that it should be taught in conjunction with the foreign language which should be the language of the classroom, thus making a direct appeal. Then grammar will mean something to the pupil. He will see that grammar "is made up of observations of the manner in which the natives express themselves," as Jespersen states it. Grammar will be a concrete reality to him by furnishing him a generalization of the laws of language, and not a symposium of mechanical, meaningless rigmarole rules, and of exceptions to rules, where one cannot see the forest for the trees.

If I may be allowed to quote here Walter-Krause in their *Beginners' German*: "The grammar is based directly upon the work of each lesson and is learned inductively. We are not talking and teaching about grammar, but, better than that, we talk and teach grammar. The learner will formulate for himself, from his own experience, certain linguistic laws and rules, and this very creative laboratory work will be a pleasure to him. It will develop his powers of observation and will cause him to use his own judgment rather than to accept that of an authority. Such botanizing work will be his mental property and will not be done in *futuram oblivionem*."

Examples should precede rules which will be impressed upon the minds of the pupils by constant repetition and application. Language-experience, -imitation, and -habit are the great factors that will insure success. Above all arouse and sustain the interest in your learners, mindful of Voltaire's dictum: "Toute méthode est bonne, excepté l'ennuyeuse."

I shall now take up in greater detail various grammatical phenomena that the learners must understand intelligently in order to be truly educated and not merely instructed. My illustrations will be taken from German though, of course, the same principles *mutatis mutandis* will obtain for the teaching of any other modern language, or of languages generally. I believe it is wise to start our work very slowly with an environment familiar to the pupil. I make it a point to begin with numerals—they are universal—and with conversation on the days, months, and seasons. Almost unconsciously by saying the same thing over in different ways, the learner will gain for himself the declension of nouns preceded by the definite article in the singular. E. g. the student knowing the seven days of the week in German, will be prepared the following questions for which he is to give the proper answers:

Wie viele Tage hat die Woche?

Welches sind die sieben Tage der Woche?

Wie viele Tage sind in der Woche?

Wie viele Tage bilden (machen) die Woche?

What can he infer at once? He will see that feminine nouns do not change in the singular, that all nouns are capitalized (in print and script), that the definite article for the feminine singular has but two forms: *die* and *der* respectively, for the nominative and accusative, and for the genitive and dative. With the same type of questions for "*das Jahr*" and "*der Monat*", the student will conclude that neuter and masculine nouns in the singular coincide in the genitive and dative cases, that with neuter and feminine nouns the accusative singular is identical with the nominative. He will observe that the natural and the grammatical gender of nouns are not the same, and that the names of the days, of the months, and of the seasons are of masculine gender and require the definite article. Of course, all these various observations will not be made at one time, but every example will add some generalization. Above all, the pupil is speaking in complete sentences while learning the declension of nouns or other phases of the work. In this way, right habits of expression are not only formed, but become fixed. To draw the whole class into participation, all answers should be repeated in chorus. From my own experience I know how valuable such concert work is, chiefly in large classes. To be sure, the teacher must always be on the alert, otherwise chorus work might degenerate into a free-for-all affair and might in this wise undermine the discipline. However, with a real teacher this danger is so infinitesimal and so remote that no one should be deterred from practicing chorus work on account of some possible chance of failure lurking somewhere. To secure success, do not assign a lesson unless it has been fully explained and prepared in class by the living voice.

The same kind of work is carried on with nouns preceded by *der*-words or by the indefinite article and later on by *ein*-words, introducing and using new words gradually. In this connection I wish to say that in German, word formation ought to receive greater attention from the very outset than it has hitherto received in order to awaken in the student apperception between form and meaning. Professor Bagster-Collins in his admirable book differs from me in this respect, as he would defer the study of word building to the last year or so.

For the plural of nouns a similar mode of procedure is followed. I find it advisable to put questions about color, size, form, name, or age to the pupils in order to let them use the genitive and observe its formation. For the dative usually the most common prepositions are employed or indirect objects. The accusative, of course, is easily illustrated by any transitive verb, such as *haben*, *zeigen*, *machen*, *hören*, *singen*, etc.

The backbone of a sentence, which is the unit of speech, is the verb. Hence particular attention must be paid to it both as to formation and as to position. Here again living grammar ought to be the keyword. If we

employ with nouns and adjectives the perception method or *Anschaunungsunterricht*, then for verbs and pronouns the Gouin method should be used as much as possible. The dramatic instinct in children and adolescents is so unmistakable that we as teachers ought to take cognizance of it and call it into operation as much as possible. By a series of actions performed or imagined either by one pupil or by several the complete conjugation, at first in the present tense, afterwards in all tenses, can easily be mastered. If pupils can readily use e. g. *ich setze mich auf meinen Platz, du setzt dich auf deinen Platz* etc., *wir setzen uns auf unsere Plätze* etc., or *auf meinen Platz setze ich mich* etc., what greater assurance do I want as a teacher that the forms have become part and parcel of their working material? Or take another illustration of what I am in the habit of calling *sliding synopsis*. By that I mean change of person for each of the six tenses of the indicative or subjunctive, as: *ich schreibe meine Aufgabe; du schreibst deine Aufgabe; er wird seine Aufgabe schreiben*, etc.

The declension of the attributive adjective is for the majority of our students the crux of German grammar. Still how simple this matter looks to them when they have once noted and digested the fact that either the adjective or the preceding element most show the gender, number, and case of the following noun which it modifies.

When in this way the elements of accidence have been mastered mainly by oral work which is always followed by corresponding black-board exercises, the minutiae of verbal formation such as compound verbs, subjunctive mood, modal auxiliaries and passive voice, as well as the elements of syntax are learned mainly from appropriate texts. The student's attitude towards the subject is at that juncture such as to emphasize more and more reading ability which ultimately is the aim of our instruction. We are now prepared to undertake the most fruitful work of modern language instruction, i. e. reproduction of the text orally and in writing. There is such variety of exercises possible that I am somewhat at loss which ones to mention. Recast the text e. g. by changing singulars into plurals and vice versa, or by changing the tenses given into other ones, or by substituting other prepositions for those employed, or by using pronouns for nouns. Again if a drill upon word-order is desired, let the pupils use subordinating conjunctions for coordinating ones and vice versa, or let them rewrite in ordinary prose lines the poems learned. Rewrite the whole story by substituting synonyms, or even opposites, for as many words and expressions as possible. In letter writing, which is of importance and of interest to the pupils, have the pronouns of address changed from the familiar to the conventional form and vice versa, or have the masculine changed into the feminine, etc.

In drilling upon the subjunctive have the direct questions or statements in the story transformed into indirect ones and vice versa. When

studying the passive, have all active forms changed into the passive or the reverse. However, remember: One thing at one time and only what grammar is absolutely essential for the learner to learn the language. The trouble with many of our school grammars is that they carry too much dead wood which may be of interest and of value to the specialist, but not to schoolboys and schoolgirls who are in no position to assimilate doctoral dissertations.

I have tried to outline with hasty strokes the teaching of grammar by the direct method. Before closing, permit me to make one more remark: Our program insists upon intensive, inductive work. In a word, teaching in progressive fashion means educating our children which is a slow but sound process conducive to self-reliance. Hence let us not be participants in that pedagogical crime which is the curse of all instruction in the United States, by passing over the elements too rapidly and thus engendering and fostering superficiality in our students. The too hasty striving after the classics is an abomination. If we want to behold a solid, beautiful superstructure we must have a stable basis. Traveling at railroad speed through the fields of language prevents our going botanizing. Let us be honest with ourselves and our pupils and let us take, at least, two years of study for the elementary modern language instruction in secondary schools. In the long run we shall be amply repaid for our care. The pupils will find the task of learning a modern language a pleasure and not a bore or a tedious burden. With our students thus thoroughly prepared by enthusiastic, well-equipped teachers through genuine assimilation of the linguistic elements, the rest will be easy sailing. The goal of our instruction, intelligent appreciation of the foreign literature and of the foreign people, will become a living reality and will be no longer a lifeless phantom.

Die Sprache des Kindes.

Von Professor Dr. Arthur Wreschner.

(Fortsetzung.)

Soweit über die Entwicklung des Wortes. Was die des Satzes anlangt, so treten durchschnittlich um die Mitte des 2. Jahres zweiwortige Sätze zum erstenmale hervor, indem ein Wort neben ein anderes gesetzt wird, z. B. „ata puppe“=Vater ich hab eine Puppe. Bald werden auch mehr als zwei Worte in dieser Weise zu einem Satze vereinigt. Die ersten Sätze sind meist positiver Art. Die Verneinung tritt erst später auf, und zwar zunächst als selbständige Satzreihe, in der Form von „nein“, nicht